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at the University of Bern; Dr. E. Bugnion, professor at the University of Lausanne; Dr. R. Burekhardt, professor at the University of Basle; Dr. H. Corning, professor at the University of Basle; Dr. U. Duerst, privatdocent at the University of Zürich; Dr. A. Forel, professor, Chigny; Dr. F. Sarasin, Basle; Dr. Sarasin, Basle; Dr. H. Stehlin, Basle.

*Committee on Finances: President*—Mr. E. Von Büren von Salis, Bern.

*Committee on Publications: President*—Dr. M. Bedot, professor at the University of Geneva.

*Committee on Receptions: President*—Dr. H. Kronecker, professor at the University of Bern.

*Committee on Lodgings*—Dr. E. Hess, professor at the University of Bern.

*Committee on Entertainments*—Dr. O. Rubeli, professor at the University of Bern.

*Committee on Refreshments*—Dr. H. Graf, professor at the University of Bern.

*Press Committee*—Dr. G. Beck, Bern.

The general meeting will take place at Bern in the Palace of Parliament, and the section sittings in the new university.

During the congress there will be an excursion to Neuchâtel and to the Zura lakes, in order to visit the lake-dwellers' settlements.

The closing session of the congress will be held at Interlaken. Afterwards, the members of the congress will be invited to visit other Swiss cities. Concerning intended communications, inquiries, etc., address the president of the Sixth International Congress, Museum of Natural History, Waisenhausstrasse, Bern.

The congress is open to all zoologists and to those interested in zoology.

#### THE DEDICATION OF PALMER HALL, COLORADO COLLEGE.

PALMER HALL, the new science and administration building of Colorado College, at Colorado Springs, was formally dedicated on February 23, the dedicatory address being delivered by Dr. David Starr Jordan. The new building, which cost about \$280,000, is 287 feet long and 95 feet wide. Besides a sub-basement six feet high, there are three stories, a basement and a first and second floor. The style of architecture is that which has been chosen for the entire system of buildings eventually to occupy the college campus, the first example of which was presented in the

Coburn Library. The structure is built of the 'peach blow' sandstone of Colorado, and is fire-proof, with steel frame and concrete floors, overlaid with terazzo finish. In the basement are laboratories for chemistry, physics and psycho-physics, and a large demonstration room. On the first floor are the executive offices, general lecture rooms, other laboratories for chemistry and physics, the lecture room of the department of sociology, etc. On the second floor are the museum, and the departments of biology and geology, etc. An endowment of \$50,000 has been provided for the building, and the equipment to date has cost about \$30,000. These sums, of course, are wholly inadequate. The members of the staff of Colorado College (including Cutler Academy) whose work is more especially connected with science are as follows: Dr. W. F. Slocum, president and head professor of philosophy; Dr. F. Cajori, dean of the engineering school and head professor of mathematics; Dr. E. G. Lancaster, assistant professor of philosophy and pedagogy; Dr. F. H. Lond, professor of mathematics and astronomy; Professor W. Strieby, professor of chemistry and metallurgy; Mr. M. F. Coolbaugh, instructor in chemistry; Dr. E. C. Schneider, professor of biology; Dr. W. C. Sturgis, lecturer on botany; Dr. G. I. Finlay, professor of geology, mineralogy and paleontology; Dr. T. K. Urdahl, professor of political and social science; Dr. J. C. Shedd, professor of physics; Mr. F. R. Hastings, lecturer on the history of philosophy; Miss E. P. Hubbard, instructor in mathematics; Mrs. W. P. Cockerell, instructor in botany in Cutler Academy; Mr. T. D. A. Cockerell, curator of the museum.

In addition to the dedicatory exercises proper, addresses were delivered on February 22 by Dr. C. R. Van Hise, on 'Colorado as a Field for Scientific Research'; by Dr. S. L. Bigelow, on 'The Growth and Function of the Modern Laboratory'; by Dr. C. E. Bessey, on 'The Possibilities of the Botanical Laboratory,' and by Dr. Henry Crew, on 'Recent Advances in the Teaching of Physics.' In connection with the exercises, the degree of LL.D. was conferred on General William J. Palmer, in whose honor Palmer Hall was

named. General Palmer is one of the principal founders of Colorado Springs, and has probably had more to do with the upbuilding of Colorado than any other one man. He has during many years aided the college in innumerable ways, and is one of its trustees.

Colorado College does not pretend to be a university, and in fact always has insisted on the college ideal as distinguished from that of the university proper. Nevertheless Dr. Jordan, in his address, spoke the following significant words:

"I am told that Colorado College is one of those which aspires to be only a college, a thoroughly good college of course, but that she has no thought of becoming a university. I do not learn this from my friend, Dr. Slocum, and I know that his ambition is boundless. But whether it be true or not, I am going to oppose the idea. She will be a university before you know it. This Palmer Hall may be offered in evidence that the college period is past. Colorado College has already become a university. A university in embryo, perhaps, if you like, but still with all the marks by which the university is known—as certain to become a university in fact as a pine seedling on your royal hills is sure some day to become a pine tree.

"A university in America is a place where men think lofty thoughts, and where men test for themselves that which seems to be true, where men go up to the edge of things and look outward into the great unknown, where men find their life work."

And, it may be added, it appears to be universally expected and desired by those who insist upon the word college that the opening of Palmer Hall shall mark the beginning of a period of scientific research, the extent of which is only to be limited by the men and materials available.

T. D. A. C.

#### *THE STUDY OF SCIENCE.*

THE secretaries of the Royal Society have submitted to the universities of the United Kingdom the following 'Statement regarding Scientific Education in Schools, drawn up by a Committee of the Royal Society':

"Notwithstanding efforts extending over more than half a century, it still remains substantially true that the public schools have devised for themselves no adequate way of assimilating into their system of education the principles and methods of science. The experience of 'modern sides' and other arrangements shows that it can hardly be expected that, without external stimulus and assistance, a type of public-school education can be evolved which, whilst retaining literary culture, will at the same time broaden it by scientific interests. On the other hand, it is admitted that many students trained in the recent foundations for technical scientific instruction have remained ignorant of essential subjects of general education.

"The bodies which can do most to promote and encourage improvement in these matters are the universities, through the influence which they are in a position to exert on secondary education. This improvement will not, however, be brought about by making the avenues to degrees in scientific or other subjects easier than at present. Rather, the test of preliminary general education is too slight already, with the result that a wide gap is often established between scientific students careless of literary form and other students ignorant of scientific method.

"It may be suggested that the universities might expand and improve their general tests, so as to make them correspond with the education, both literary and scientific, which a student, matriculating at the age of nineteen years, should be expected to have acquired; and that they should themselves make provision, in cases where this test is not satisfied, for ensuring the completion of the general education of their students, before close specialization is allowed.

"In particular, it appears desirable that some means should be found for giving a wider range of attainment to students preparing for the profession of teaching. The result of the existing system is usually to place the supreme control of a public school in the hands of a head master who has little knowledge of the scientific side of education; while the instructors in many colleges have to deal